

# California State Legislature Assembly

## SELECT COMMITTEE ON URBAN EDUCATION

### Summary Report of Presentations

Thursday, November 3, at UCLA  
Wednesday, November 9, in Santa Ana



#### Members of the Select Committee

**Joe Coto** (Chair, D-San Jose), **Robert Huff** (Vice Chair, R-Diamond Bar),  
**Judy Chu** (D-Monterey Park), **Hector DeLaTorre** (D-South Gate),  
**Mervyn Dymally** (D-Compton), **Bonnie Garcia** (R-Cathedral City),  
**Cindy Montañez** (D-San Fernando), **Alberto Torrico** (D-Newark),  
**Van Tran** (R-Westminster)

## Goals of the Select Committee

The goals of the Select Committee include:

- To hear about data driven, substantiated ‘best practices’ programs serving students daily in California’s urban schools
- To publish an annotated list of these programs, along with contact information, and make them widely available throughout the State
- To consider potential legislation to facilitate replication of verified best practices, and
- To search out business interest in formulating public/private partnerships to capitalize on best practices in California’s schools

## Summary of Presentations

### **Successful Parent Involvement Programs**

- PICO, Parent Teacher Home Visit Project

### **College Going Rates**

- College Track
- AVID
- LAUSD A-G Project

### **Strong Community/Private Partnerships**

- California Charter Schools Association
- Discovery Science
- Think Together

### **Effective Teacher Professional Development**

- USC Teacher Education Programs
- LAUSD Intern Program
- Center X

### **Pool of Qualified Teachers**

- LAUSD Career Ladder Program

### **Total School Reform**

- America Choice
- California School Board Association
- Pacific Research Institute
- LAUSD – Full Kindergarten Program

### **Success with Special Student Population**

- Montgomery John J. Elementary School – EL
- CSU Fullerton Special Education Program
- Orange Union School District
- SEED Program – Residential Educational Program

## Hearing Presentations

November 3, 2005, at UCLA

<b>Program</b>	<b>Description</b>	<b>Presenter</b>	<b>Phone/Email</b>
PICO	Parent Involvement	Roberta Furger	510.336.7099 roberta@picocalifornia.org
College Track	College Going Rate	Nicole Taylor	510.835.1770 nicole@collegetrack.org
Calif. Charter Schools Assoc.	Community/ Private Partnerships	Caprice Young	213.244.1446 capricey@charterassociation.org
USC	Teacher Professional Development	Joel Colbert	213.740.6985 jcolbert@usc.edu
Intern Program Development	Teacher Professional	Mary Lewis	916.446.6641 mary.lewis@lausd.net
America's Choice	Total School Reform	Vera Vignes	213.617.8377 vvignes@americaschoice.org
CSBA	Total School Reform	Jo Ann Yee	916.669.3306 jyee@csba.org
Special Ed	Success with Students	Belinda Karge	714.278.3760 bkarge@fullerton.edu
Career Ladder	Developing Teachers	Steven Brandick	916.446.6641 steven.brandick@lausd
Center X	Teacher Professional	Megan Loef Franke	310.794.6822 mfranke@ucla.edu

## Hearing Presentations

November 9, 2005, at Orange County Board of Supervisors Chambers

<b>Program</b>	<b>Description</b>	<b>Presenter</b>	<b>Phone/Email</b>
Bilingual Educ.	Success with Students	Cristina Flores-Speer	619.422.6131 <a href="mailto:cfloress@cvesd.k12.ca.us">cfloress@cvesd.k12.ca.us</a>
LAUSD Full Day Kindergarten	Total School Reform	Alma Peña Sanchez Beth Ojena	916.441.4514 <a href="mailto:alma.sanchez@lausd.net">alma.sanchez@lausd.net</a> <a href="mailto:beth.ojena@lausd.net">beth.ojena@lausd.net</a>
AVID	College Going Rate	Julie Elliott Bob Saunders	858.623.2843 <a href="mailto:jelliott@avidcenter.org">jelliott@avidcenter.org</a> <a href="mailto:bsaunders@avidcenter.org">bsaunders@avidcenter.org</a>
Orange School Step Up to Writing	Success with Students	Kathy Moffatt Rachelle Morga	714.998.6164 <a href="mailto:kamoffat@earthlink.net">kamoffat@earthlink.net</a>
Discovery Science	Community/ Private Partnerships	Joe Adams	714.913.5006 <a href="mailto:JAdams@discoverycube.org">JAdams@discoverycube.org</a>
SEED Residential School	Success with Students	Eric Adler	310.499.4888 <a href="mailto:eric@seedfoundation.com">eric@seedfoundation.com</a>
PacResearch	Total School Reform	Xiaochin Yan	916.448.1926 <a href="mailto:xyan@pacificresearch.org">xyan@pacificresearch.org</a>
LAUSD A-G Course Project	College Going Rates	Bud Jacobs	213.241.6451 <a href="mailto:bud.jacobs@lausd.net">bud.jacobs@lausd.net</a>
Think Together	Community/ Private Partnerships	Randy Barth	714.543.3807 <a href="mailto:rbarth@thinktogether.org">rbarth@thinktogether.org</a>

## Overviews of Presentations

### **Parent Involvement**

#### **PICO, Parent-Teach Home Visit Project - Presenter Roberta Furger**

The Parent-Teacher Home Visit Project is based on a simple idea. Teachers receive training from their peers and from parents in how to successfully visit homes and build relationships of trust with parents. Teachers who visit homes find that it helps them connect with students in the classroom and makes it easier to deal with behavior problems. Parents learn more about what their children are expected to learn and what they need to do to support them. Home visit training and practice provide the opportunity to challenge assumptions about the role of teachers and parent, break down barriers, and insure accountability for student success. The relationships formed between participants are mutually respectful, empowering, ongoing, and insure accountability. The results speak for themselves. Schools that have adopted home visiting have seen markedly improved communication between parents and teachers, more parent involvement in school activities, reductions in discipline problems, and increases in attendance rates.

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### **College Going Rates**

#### **College Track – Presenter Nicole Taylor**

College Track helps students who have the motivation but lack the resources and support to attain higher education and achieve their academic and personal potential. They help students succeed in getting through high school, into college, and to college graduation. They provide the tools and opportunities students need to realize their dreams: academic support; extracurricular, community service, and internship opportunities; and help in choosing colleges and applying for admission and financial aid. The vast majority—99%—of those students they have served since they were founded in 1997 are students of color, and many are English language learners. All 130 students (100%) who have completed the program have graduated from high school and been admitted to college. In 2005, they had their largest class to date—43 new high school graduates—and celebrated with their first college graduates, who earned bachelor's degrees at UC Berkeley and UC Santa Cruz.

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### **Strong Community/Private Partnerships**

#### **California Charter Schools Association – Presenter Caprice Young**

Examples were provided on how some charter schools use their flexibility, strong community partnerships and parental involvement to increase student achievement and provide much needed services to communities in urban environments. Specific examples included the academic achievement of students at Downtown College Prep in San Jose and the Watts Learning Center in Los Angeles as well as strong examples of community partnerships through Camino Nuevo's three charter schools in the Los Angeles area.

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213.244.1446, [capricey@charterassociation.org](mailto:capricey@charterassociation.org)

**Teacher Professional Development**  
**USC Teacher Education Programs – Presenter Joel Colbert**

The Rossier School of Education at USC offers two innovative programs that address the professional growth needs of educators at the pre-service and in-service levels. At the pre-service level, they offer a combined Preliminary Teaching Credential-Master of Arts in Teaching Degree. This is an intensive 14-month program for teacher candidates at the multiple subject and single subject (science or music) levels. Once fully credentialed, teachers are eligible to participate in the Francis Collea Teacher Achievement Award Program, which provides teams of teachers with opportunities to design their own professional growth program that directly applies to their classrooms. While the MAT program is only in its second year, data collection about the success of the first cohort is under way. Eighty percent of first round graduates obtained teaching jobs in urban schools. The School has embarked upon a qualitative and quantitative research agenda to assess the impact of the program on the teacher participants and on student learning.

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Programs, Rossier School of Education University of Southern California  
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**Teacher Professional Development**  
**LAUSD Intern Program – Presenter Mary Lewis**

The District Intern Program was authorized in California through SB813 in response to the nationwide educational reform movement of the 1980's. It has been in operation since 1984 and has successfully trained approximately 8000 fully certified teachers. Since the enactment of SB2042, the District Intern Program has been a three-year program that includes Preparation and BTSA Induction. Successful participants earn a Preliminary Credential and a Professional Clear Credential in the following areas: Multiple Subject, Multiple Subject with a BCLAD Emphasis, Single Subject in Mathematics, English, and Science. There is also the Early Completion Option available for qualified Multiple Subject and Single Subject participants in Preparation and BTSA Induction. The Special Education participants earn the Education Specialist Credential Mild/Moderate Levels I and II, K-12.

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**Total School Reform**  
**America's Choice – Presenter Vera Vignes**

The America's Choice School Design is one of the nation's leading comprehensive K-12 standards-based school reform programs. Over 500 schools in 15 states have implemented this proven, research-based program since its inception. Schools, districts and states that have implemented the design, value its comprehensiveness, the power of its instructional program, the quality of professional development and technical assistance they receive, and the extensive support that is provided to low-performing students and schools.

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Kathy Lesley, Senior Associate, America's Choice  
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## **Total School Reform**

### **California School Board Association – Presenter Jo Ann Yee**

Of the six million students enrolled in California's public schools, nearly a quarter of them are concentrated in the ten "mega-urban" districts in the state (enrollment of 50,000+). Nearly half of California's students are concentrated in these "mega-urbans" and another 100 or so school districts located in our state's urban regions. These districts represent less than 15 percent of all school districts but serve **50 percent of all public school students** and a disproportionate percentage of children who are poor, belong to minority racial and ethnic groups, have parents who are immigrants, are English Language Learners, and/or are enrolled in special education programs. These proportions are found nationally as well. The sheer numbers of students and the magnitude of the challenges in urban districts are often the drivers of federal and state public policies which, in the end, affect all school districts. There is intense interest in finding "what works."

Contact: Jo Ann Yee, Director, Urban Education and Outreach, CSBA

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## **Success with Students**

### **CSU Fullerton Special Education Program – Presenters Belinda Karge and Dr. Barbara Gleaser**

Data was shared from five schools in Southern California where best practices in General Education and Special Education Collaboration are occurring. The resulting school-wide reform has transformed these schools and results are improved scores for *all* students, including those with disabilities and at-risk for failure. The University-School partnerships have allowed for teacher coaching and enhanced the data collection and school-wide evaluation. Best practices for teachers and schools who wish to replicate this model were presented.

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## **Creating Qualified Teachers**

### **LAUSD Career Ladder Program – Presenter Steven Brandick**

The mission of the Los Angeles Unified School District (LAUSD) Career Ladder Office is to develop community members into highly qualified teachers. Many residents of the same areas of the city where there is the greatest need for teachers would like to become teachers, but need support and encouragement. These potential teachers are 89% minority. The long-term recruitment strategy is to generate interest in the profession among high school students and members of the community, identify likely candidates, place them in a wide variety of educational programs, support them through their education with jobs as para-educators and financial assistance, monitor their progress, and then hire them as teachers when they are highly qualified. High school students are attracted to the profession by studying in teacher career academies. Adult participants are attracted through the Para-educator Career Ladder. This strategy has been highly successful. In the past ten years, over 3,000 individuals have become LAUSD teachers as a result of the support provided by the Career Ladder Office. These teachers are 89% minority and have a five-year retention rate of 86%.

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## **Teacher Professional Development**

### **Center X – Presenter Dr. Meagan Loef Franke, Associate Professor, UCLA School of Graduate Education and Information Studies and Director of Center X**

Center X has an ongoing partnership with a local low performing urban district, the Center works with the district to engage elementary school teachers (grades 1-5) in professional development focused on extending arithmetic to engage students in algebraic reasoning. The algebraic reasoning work focuses on understanding the equal sign, relational thinking, the use of variables and generalization. The professional development involved 19 elementary schools, 180 teachers, and 3735 students. The professional development focused on understanding the development of students' algebraic thinking and was designed as ongoing, school based and connected to teachers' practice. The teachers worked together within their schools to make sense of algebraic reasoning in their classrooms. The experimental study found positive effects for both teachers and students.

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## **Success with Students**

### **Montgomery John J. Elementary School – Presenter Cristina Flores-Speer**

Montgomery Elementary School has many English Learners among its student population. It was identified as a Program Improvement School and given ambitious improvement goals for student achievement. The school kept its focus on bilingual education and has worked hard to meet the achievement goals without sacrificing its research based, core beliefs about student learning. The Principal shared the story of Montgomery Elementary and the best practices that worked for them

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## **Total School Reform**

### **Full Day Kindergarten Program – Presenters Alma Peña Sanchez and Beth Ojena**

Los Angeles Unified School District (LAUSD) is committed to “Closing the Achievement Gap.” One central effort aimed at “Closing the Achievement Gap” is the implementation of full-day kindergarten (FDK) on a four-year phase in program. FDK is an early primary model that has been shown to improve students' academic and social outcomes. Research confirms that the formative years of a child's schooling have a profound impact on future school success. By implementing FDK in LAUSD, young children will be provided with an academic foundation essential to their continued success. The daily instructional time for a full-day kindergarten schedule follows the same number of instructional minutes scheduled for the first through fifth grade classes at the school site. The curriculum includes English Language Arts, English Language Development (for English Learners), Mathematics, Science, History/Social Studies, Arts Education, Health, and Physical Education.

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Beth Ojena, Coordinator, Full-Day Kindergarten Program,  
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## **College Going Rates**

### **AVID Program, State-Wide – Presenters Julie Elliott and Bob Saunders**

“AVID is a fifth- through twelfth-grade program to prepare students in the academic middle for four-year college eligibility. It has a proven track record in bringing out the best in students, and in closing the achievement gap. AVID stands for Advancement Via Individual Determination.” The program targets students with mediocre grades but the desire to go to college and the willingness to work hard. These are students who are capable of completing rigorous curriculum but are falling short of their potential. Typically, they will be the first in their families to attend college, and many are from low-income or minority families. AVID pulls these students out of their unchallenging courses and puts them on the college track: acceleration instead of remediation.

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## **Success with Students**

### **Orange Union School District – Presenters Kathy Moffat and Rachelle Morga**

The Step Up to Writing Program improves the writing skills of all students – regardless of ability level. It relies on multi-sensory, classroom-proven teaching strategies and student writing activities. This Program has been used with great success by many teachers in the Orange Union School District. It teaches students to write clear, organized paragraphs, reports and essays. It raises overall writing assessment scores. It creates writing opportunities in which students can experience success. It enables students to complete assignments. It prepares students for real-world writing. It creates a sense of excitement about reading, writing and learning. Students also use skills learned to enable them to make effective oral presentations.

Contact: Kathy Moffat, President, Orange Unified School District Board of Trustees, and  
Rachelle Morga, Assistant Superintendent, 858.628.4048, [kamoffat@earthlink.net](mailto:kamoffat@earthlink.net)

## **Strong Community/Private Partnerships**

### **Discovery Science, Partnerships with Non-profits – Presenters Joe Adams**

The Discovery Science Center operates 3 innovative and successful programs in urban education. Quick Metrics serves 275,000 annual visitors on field trips to understand metrics. The program offers some 7,000 annual ‘scholarships’. Making the Grade exhibits and demonstrates science standards for over 76,000 visitors. Mission San Juan Capistrano has over 70,000 students visit with the goal of the trip aimed at them learning 4<sup>th</sup> grade California history standards.

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## **Success with Students**

### **SEED Program – Presenter Eric Adler**

The SEED Foundation started the nation’s first urban public boarding school, the SEED School of Washington, D.C. in 1998. The school opened with 40 seventh-graders and now serves 310 students in grades 7-12. SEED provides an intensive, college preparatory, residential educational program for inner-city children who academically and personally benefit from a change in their environment. Although the school is a boarding school, it is located within the community of the children it serves, incorporates a significant community involvement and parent outreach component, and as a public school, is completely free to attend. SEED students demonstrate

significant academic and social progress once they enter the program. In fact, 100% of the members of the school's first two graduating classes were accepted to four-year colleges.

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### **Total School Reform**

#### **Pacific Research Institute – Presenter Xiaochin Yan**

Xiaochin Claire Yan is the co-author of the new book *Free to Learn: Lessons from Model Charter Schools*, which details how some of California's charter schools, often serving low-income regions, are shattering the status quo and producing remarkable gains in student achievement. In *Free to Learn*, seven “turnaround” charter schools, mostly located in urban districts such as Oakland and the San Fernando Valley, whose results far surpass their neighboring public schools, are profiled. The reasons for their success include: using proven curriculum, student testing as feedback data, discipline, teacher accountability, and high expectations. These schools provide insight for all schools on how to raise student achievement while also serving low-income communities.

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### **College Going Rates**

#### **Los Angeles Unified A-G Project – Presenter Bud Jacobs**

On Tuesday, May 24<sup>th</sup>, 2005, the LAUSD Board of Education voted to implement so-called “A-G” course requirements for all students in the district. “A-G” courses, the so-called “college prep” curriculum, represent the bare minimum needed to be considered for admission to California's public universities (UC/CSU). Research has shown that it is also the curriculum students will need to be ready for the 21<sup>st</sup> century workforce. Currently, only 22 percent of all 9<sup>th</sup> graders graduate four years later having successfully completed the A-G curriculum. Only 16 percent of Latino 9<sup>th</sup> graders graduate having mastered the curriculum.

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### **Strong Community/Private Partnerships**

#### **Think Together – Presenter Randy Barth**

Think Together is a full-service provider of out-of-school programs with a mission to provide high quality academically-oriented out-of-school programs to young people regardless of race, creed or socio-economic status. Think Together provides academic support that enhances student abilities to fully understand their class work, not just homework. It focuses on improving students' academic achievement and moving test scores up. It includes built-in assessment systems to provide ongoing programs for student evaluation. It mobilizes an army of volunteers from various groups in the community, reducing tutor to student ratios significantly, thereby enhancing quality of academic and enrichment programs. Think Together serves more than 4,000 students through 23 daily program sites and 10 enrichment sites located in the cities of Cost Mesa, Santa Ana, Tustin and Orange.

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